

## PEPPERHILL ELEMENTARY

3300 E. Creola Rd.

N. Charleston, South Carolina 29420

**GRADES** PK-6 Elementary School

**ENROLLMENT** 464 Students

**PRINCIPAL** Amy Mims 843-767-5905

**SUPERINTENDENT** Dr. Maria Goodloe 843-937-6319

**BOARD CHAIR** Mr. Gregg Meyers 843-720-8714

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
4	9	61	23	2

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

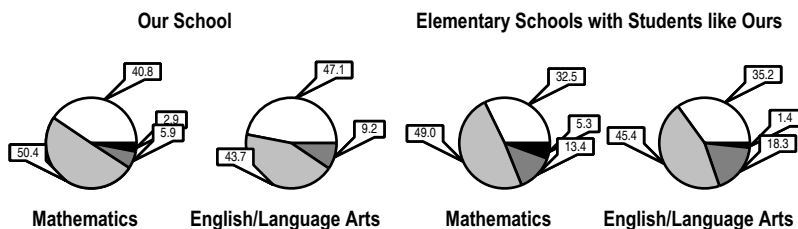
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




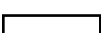
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	32	25	15
Percent satisfied with learning environment	70.0%	88.0%	71.4%
Percent satisfied with social and physical environment	75.0%	72.0%	71.4%
Percent satisfied with home-school relations	23.3%	96.0%	71.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	265	100.0	47.1	43.7	9.2	N/A	9.2	17.6
Gender								
Male	140	100.0	48.4	42.9	8.7	N/A	8.7	17.6
Female	125	100.0	45.5	44.6	9.8	N/A	9.8	17.6
Racial/Ethnic Group								
White	39	100.0	29.4	55.9	14.7	N/A	14.7	17.6
African-American	211	100.0	49.5	42.6	7.9	N/A	7.9	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	228	100.0	48.8	40.6	10.6	N/A	10.6	17.6
Disabled	37	100.0	35.5	64.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	265	100.0	47.1	43.7	9.2	N/A	9.2	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	262	100.0	46.4	44.3	9.4	N/A	9.4	17.6
Socio-Economic Status								
Subsidized meals	221	100.0	48.5	43.9	7.6	N/A	7.6	17.6
Full-pay meals	44	100.0	40.0	42.5	17.5	N/A	17.5	17.6

Mathematics								
All students	265	100.0	40.8	50.4	5.9	2.9	8.8	15.5
Gender								
Male	140	100.0	34.9	52.4	7.9	4.8	12.7	15.5
Female	125	100.0	47.3	48.2	3.6	0.9	4.5	15.5
Racial/Ethnic Group								
White	39	100.0	23.5	64.7	8.8	2.9	11.8	15.5
African-American	211	100.0	44.7	47.4	5.3	2.6	7.9	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	228	100.0	40.1	49.8	6.8	3.4	10.1	15.5
Disabled	37	100.0	45.2	54.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	265	100.0	40.8	50.4	5.9	2.9	8.8	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	262	100.0	41.3	49.8	6.0	3.0	8.9	15.5
Socio-Economic Status								
Subsidized meals	221	100.0	43.9	48.5	5.6	2.0	7.6	15.5
Full-pay meals	44	100.0	25.0	60.0	7.5	7.5	15.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	77	N/A	35.1	40.3	24.7	N/A	24.7
	Grade 4	81	N/A	29.6	55.6	14.8	N/A	14.8
	Grade 5	83	N/A	42.5	50.0	7.5	N/A	7.5
	Grade 6	21	N/A	42.1	15.8	42.1	N/A	42.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	84	100.0	28.8	56.2	15.1	N/A	15.1
	Grade 4	73	100.0	50.0	40.6	9.4	N/A	9.4
	Grade 5	81	100.0	52.7	40.5	6.8	N/A	6.8
	Grade 6	27	100.0	74.1	25.9	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	77	N/A	51.9	39.0	6.5	2.6	9.1
	Grade 4	81	N/A	44.3	43.0	11.4	1.3	12.7
	Grade 5	83	N/A	48.1	41.8	6.3	3.8	10.1
	Grade 6	21	N/A	25.0	35.0	30.0	10.0	40.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	84	100.0	43.8	50.7	4.1	1.4	5.5
	Grade 4	73	100.0	39.1	45.3	9.4	6.3	15.6
	Grade 5	81	100.0	43.2	52.7	4.1	N/A	4.1
	Grade 6	27	100.0	29.6	55.6	7.4	7.4	14.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 464)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.2%	2.4%
Attendance rate	95.4%	Down from 95.6%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.1%	Down from 6.3%	6.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.7%	Down from 5.4%	8.7%	8.0%
Older than usual for grade	12.9%	Up from 3.0%	2.3%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	42.9%	Up from 40.5%	46.3%	50.0%
Continuing contract teachers	77.1%	Up from 75.7%	83.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.0%	Up from 79.8%	83.6%	86.2%
Teacher attendance rate	96.3%	Down from 96.7%	94.4%	95.3%
Average teacher salary	\$39,179	Up 0.3%	\$39,189	\$39,909
Prof. development days/teacher	20.3 days	Up from 13.2 days	12.1 days	11.4 days

School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio	19.4 to 1	Up from 18.9 to 1	17.5 to 1	18.9 to 1
Prime instructional time	88.5%	Down from 90.7%	88.0%	89.7%
Dollars spent per pupil*	\$5,086	Up 21.7%	\$6,084	\$5,892
Percent spent on teacher salaries*	68.8%	Down from 68.9%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Pepperhill Elementary provides many programs that focus on student achievement. These include: Reading Recovery, Computer Lab, Internet Access, Extended Day for at risk students, Accelerated Reader, TRACE, Drop Everything and Read, School to Career opportunities, Conflict Managers, Character Education, and Power Lunch, which involves the community as reading buddies. The school provides the services of a mental health worker and full-time coverage in the clinic. STAR reading and STAR math provide diagnostic information that helps teachers better meet the needs of their students. This past year, significant renovation and classroom construction began the process of providing a physical environment that is much more conducive to learning. Renovation will continue until the end of the first semester of 2002. To ensure a well-qualified staff, teachers are encouraged and supported to pursue staff development opportunities. This past year teachers attended several workshops, course work, and inservices. Several teachers participated in the SC Reading Initiative. Although much of this training took place during school inservice days, several took place during the summer months. A total of three hundred seventy-two days was spent in training at times other than the school year. In spite of the school's rating of below average for the 2000-2001 school year, parents, teachers, and students remained supportive and focused on student achievement.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.